**K-5 Math Lesson Plan**

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| **Teacher: Donnell** | | | | **Grade: K** | | | | **Date(s)**: |
| **Unit Title:**  **Unit 1 - Count Numbers 0-30** | | | | | **Corresponding Unit Task: Corresponding Unit Task: (Taught prior to Performance Task 1): Students should be able to rote count to 25.** | | | |
| **Essential Question(s):**  **What does a number represent?**  **Why do we use numerals?**  **How are numbers arranged?** | | | | | | | | |
| **Materials/Resources** | | | | | | **Essential Vocabulary** | | |
| **Teacher:**  **Day 1**  vocabulary card- **coun**t (C&I)  large number cards  cd Movin’ 2 Math - Track 3  chart paper (anchor chart)  markers  pencils  a box of stuffed animals (10)  Large number cards  **Websites:**  [**https://admin.jackhartmann.com/audio\_popup/movin-2-math.html**](https://admin.jackhartmann.com/audio_popup/movin-2-math.html)  or Movin’ 2 Math – cd Track 3 | | **Student:**  **Day 1**  vocabulary card- **coun**t (C&I)  large number cards  chart paper (anchor chart)  markers  Waterfall or Flip books (1 per child) math journals  Bear counters | | | | **Picture vocabulary card:**  **Count (**to recite numerals in order) | | |
| **Learning Experience** | | | | | | | | |
| **and the child will slide 3 counters under their left hand 8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: - K.CC.2** Count forward beginning from a given number within the known sequence (Instead of having begin at 1)   |  |  | | --- | --- | |  | Correlates to NCSCOS Math Objective 1.01a) | |  |  | | | | | | | | |
| **I Can Statement(s):**  *I can count numbers 0-10.*  *I can count to 10 beginning at any number.*  *I can recognize numbers 0-10.*  *I can write/trace numbers 0-10.*   |  | | --- | |  | | | | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)   * Counting to 100 (“Let’s Get Fit”) [**https://admin.jackhartmann.com/audio\_popup/movin-2-math.html**](https://admin.jackhartmann.com/audio_popup/movin-2-math.html) or Movin’ 2 Math - Track 3 * During a Two Minute Talk, students will share with a partner what they know about counting. | | | | | | | |
| **Teacher Directed:** Make an anchor chart.Explain to students that **count** meanstorecite numerals in order. *We can count to 10 beginning at any number.*  The teacher will discuss and demonstrate “count on” using stuffed animals.   * To begin, tape large number cards (1-10) on the floor and place (10) stuffed animals inside a box. Tell students that we will pretend that the animals are preparing to line up for the holiday parade. What do you know about parades? * The teacher will model taking 1 stuffed animal out of the box, and marching a stuffed animal to the starting line of the parade whispering, “One animal in the parade” and placing it beside number 1 on the floor. Next, the teacher will call on volunteers to march the remaining animals to the parade line up. * Ask students “How many bears are in the starting lineup? How do you know? Have students count the total number of animals. What does the number 10 represent? While the animals are lined up, the teacher will model the strategy “count on” (i.e.: start at 3 and count on to 10 etc.) * Explain to students that this strategy can be used for counting any number. | | | | | | | |
| **Guided Practice:**  Have students play a game called “Hidden Counters” with a shoulder buddy. Give A-B partners 10 small teddy bear counters. Have students put the bears in 1 row. The teacher will call out a number (3). Partner A will take 3 counters from the row of 10 and hide them under their left hand. Partner B will count the remaining counters starting at 3 and stopping on 10. Partners will switch roles. The teacher will monitor students that may need additional help. | | | | | | | |
| **Independent Practice:**   * Have students make a “Counting to Ten” flip book or (waterfall book) using stickers. * Have students practice tracing numbers to 10. * Select manipulatives to practice the strategy “count on”. Draw a meaning for the word in your math journal using pictures. * Play “Hidden Counters". | | | | | | | |
| **Closing/Summarizing Strategy:**  *Today we practiced the strategy “counting on”. What does it mean to” count on”? How can you use the strategy when you count?* | | | | | | | |
| **Differentiation Strategies** | | | | | | | | |
| **Extension** | | | **Intervention** | | | | **Language Development** | |
| * Have students choose their own manipulatives for counting exploration. * Make additional games to practice counting forward. * Use number flashcards to practice counting on (thevirtualvine.com) | | | * One-on-one instruction for level 1 and 2 students. * Advanced children will use hundreds boards to count beyond 30. | | | | * Hold up a number card and have students count forward to 20. * Teacher begins counting for the student to get them started. * Focus on counting fluency | |
| **Assessment(s):**  Sit with a student. Ask the student to count 1-10, and practice counting forward 0-10, starting at any given number. Create a checklist to record answers. | | | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | | | |